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Effectiveness Of Explicit Learning Strategy To The Numeracy Performance Of The Grade 4 Pupils In Mathematics

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Abstract — This study aimed to determine the Effectiveness of Explicit Learning Strategy to the numeracy performance of the Grade 4. pupils. The findings of the study served as a basis of a proposed intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 4 pupils in Mathematics before and after the integration of Explicit Teaching Strategy in teaching Mathematics subject which covers the different learning competencies for 1 month of implementation for both control and experimental group. Based on the table 3, showing the Grade 4 learners' performances in numeracy particularly in the control group, it was shown that in the pre-test performance of the aforementioned group, there was a test score identified as higher compared to the post-test performance. The results in table 1 for control group on the pretest and posttest produced a computed t value and happens to be lowest compared to the critical t value. Based from the given data, it was further explains that the hypothesis is accepted based on the significance level. So, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 4 pupils in Mathematics before and after the integration of Explicit Leaning Strategy in teaching Mathematics is rejected. Furthermore, the utilization of traditional way teaching is not always effective in improving the performance of the Grade 4 pupils.

On the other hand, the results on the test of difference in the pretest and posttest performance of the Experimental group which experience the new strategy in teaching mathematics, it was found out that the pretest performance of the Experimental group and found out to be lowest compared to the posttest performance gained by the group which means that the posttest performance is higher compared to the pretest performance. So the hypothesis which states that there was no significant difference in the pretest and posttest performances of the Grade 4 pupils before and after the integration of the explicit learning strategy is rejected. Furthermore, the integration of the aforementioned strategy is significantly effective considering that the computed t value of the group which happens to be greater compared to the critical t value.

The results in table 3 implied that the utilization of the traditional method in teaching such as using the chalk and talk technique is not really effective now a days in improving the learning gap of the learners to the different learning competencies in Mathematics. Furthermore, utilization of the different innovations such as Explicit learning strategy could help augment the learning gap of the learners as they have found different learning difficulties during the transition period. Furthermore, in order for the learners to improve their numeracy performance, the teacher should find ways and means to get the attention of the learners even those learners who are in the difficult stage of learning.

Keywords — Effectiveness Explicit Learning Strategy Grade 4 Learners Mathematics

I. Introduction

The research community's current focus on developing and testing interventions that improve student outcomes has lead to a renewed interest and support for research that tries to specify the relations between instructional variables and student achievement. That is, there is interest not only in identifying programs, policies, and practices that increase student outcomes, but also in specifying the underlying mechanisms that are associated with those outcomes. For example, instructional interactions between teachers and students are a defining characteristic of classroom instruction and a component carefully defined in many education interventions (Cohen, Raudenbush, & Ball, 2003; Pianta & Hamre, 2009).

Teacher is the most important instructional material. Effective instruction given by the teacher will lead to a more positive learning outcome. According to studies explicit teaching is one of the most effective teaching strategies. Through explicit teaching, a learner can learn strategies especially in solving the four fundamental operations which will lead to greater learning gain. Employing explicit teaching in solving the four fundamental operations gives learner the proper way on solving the equations. This gives learners a clearer instruction on the different steps or process to follow.

Numeracy plays a vital role in our daily lives. Due to pandemic, the Philippine Educational system face a big problem in addressing the learning gap of learners especially in numeracy. The Department of Education directed all the schools to intensify and focus on improving the numeracy skills of learners. In response to this, Baybay City Division Baybay City, Leyte requires all the school to submit a Numeracy Intervention Plan to solve the said learning crisis.

Pres. Carlos P. Garcia Elementary school conducted a pre-assessment on the numeracy status of learners in key Stage 1 and 2 last September 2, 2022. Based on the conducted numeracy test it was seen that there is a huge number of learners who are considered non-numerates in, more

specifically the Grade 4 pupils. This study was conducted to address the alarming problem in numeracy. It is also conducted to test the effectiveness of having the traditional "sage on stage" – explicit instruction in the teaching and learning process.

With this, I need to take an action and address the problem raised. To improve their numeracy, explicit learning approach may apply in the delivery of the most essential learning competencies. With all the necessary findings of the researcher, it is very right and fitting to conduct this study and be Guided with all the different practices and helping them every step of their way could help them boost their numeracy skills performance.

This study was evaluated the effectiveness of Explicit learning Strategy to the numeracy skills Performance of the Grade 4 Pupils in Mathematics in Pres. Carlos P. Garcia Elementary School in the Division of Baybay City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the Numeracy performance of the Grade 4 pupils in Mathematics before the integration of Explicit learning approach in the delivery of the of the most essential learning competencies?
2. What is the Numeracy performance of the Grade 4 pupils in Mathematics before the integration of Explicit learning approach in the delivery of the of the most essential learning competencies?
3. Is there a significant difference in THE Numeracy performances of the Grade 4 pupils in Mathematics before and after the integration of Explicit learning approach in the delivery of the of the most essential learning competencies?
4. What IMPROVEMENT plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the Numeracy performances of the Grade 4 pupils in Mathematics before and after the integration of Explicit learning approach in the delivery of the of the most essential learning competencies.

II. Methodology

Design. The study utilized the Quasi Experimental type of research Design to evaluate the effectiveness of Explicit Learning Approaches to the numeracy performances of the Grade 4 pupils in Mathematics based on the different most essential learning competencies for the 1st grading period In Pres. Carlos P. Garcia Elementary School. The findings of the study will be the bases for an Intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Pres. Carlos P. Garcia Elementary School in the Division of Baybay City based from the different most essential learning competencies in first grading period delivered in Mathematics subject which purely focused on the different competencies. The main local of the study is in Pres. Carlos P. Garcia Elementary School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 4 learners which was identified based on their test performances prior to the integration of explicit Learning Approaches in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 4 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of explicit Learning Approaches to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 4 learners before the implementation of the explicit Learning Approaches in identifying the performance of the respondents, The Posttest scores performance of the Grade 4 learners after the implementation of the explicit Learning Approaches as well as the significant difference of the pretest and posttest performances before and after the implementation of the explicit Learning Approaches in the delivery of the most essential learning competencies in teaching mathematics for the first grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating explicit Learning Approaches . The focus of this study was the Grade 4 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. There are 25 respondents who are included in the study. There are 13 Male and 12 Females with a 25 total number of respondents. The respondents or the grade 4 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the explicit Learning Approaches based from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of explicit Learning Approaches in teaching Mathematics After conducting the pretest, the researcher now integrating the explicit Learning Approaches to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the explicit Learning Approaches to the lesson, the posttest was conducted to validate the learning of the Grade 4 learners.

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the school principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the numeracy performance of the Grade 4 pupils.

T-Test for Mean Difference- This tool was used to calculate the significant difference of the numeracy skills performance of the Grade 4 pupils.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF THE GRADE 4 LEARNERS IN MATH

Score Range	Description	PRETEST CONTROL		PRETEST EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	0	0
25-32	Very Good	2	7	3	10
17-24	Good	13	45	14	48
9-16	Fair	14	48	12	41
1-8	Poor	0	0	0	0
Total		29	100	29	100
Weighted Mean		**16.93**	**Good**	**17.93**	**Good**

Table 1 presents the pre-test performance of Grade 4 pupils in English before the integration of the explicit Learning Strategy in the delivery of the most essential learning competencies in Mathematics to further validate whether there will be improvement on the numeracy performance of the Grade 4 pupils. The assessment done in this time of validation of the numeracy performance of the Grade 4 pupils is just based on the stock knowledge that they have learned during their learning contact of the teacher in the Grade 3 level. From the performance that they were gained, the teacher-researcher are now be based on what type of leaning strategy she will be applying to further monitor their performance during the past years of learning mathematics and how should be filled up in terms of the learning gap they possessed during the Grade level validation through the diagnostic examination. The table 1 which reflects the pretest performance of the Grade 4 learners in terms of their numeracy performance.

Based from the results on table 1, it was revealed that among the 29 total number of learners in the control group that was being validated to get their pre numeracy assessment prior to the integration of the explicit learning strategy as part of the innovations to be embedded during the delivery of the most essential learning competencies. Based from the results of the control group particularly on the control group, It was revealed that nobody got the level of excellent with a score ranging to 33-40 from the 29 total number respondents being tested which means that there were none or zero percent reflected out of the 100 percent of learners being tested. On the other hand, on the very good level of performance having a score ranging to 25-32, there were 2 total number of respondents or 7 percent out of the 29 total number of respondents being tested. In the good level of performance in the control group, with the scores ranging from 17-24, it was found out that there were 13 total number of respondents which is are the grade 4 learners or it has an equivalent of 45 percent out of the 29 total number of respondents being tested. Moreover, in the fair level of performance with the scores ranging from 9-16 it was revealed that that out of the 29 total number of respondents being tested, there were 14 total number of respondents belong to this level which has an equivalent percent of 48 percent which is said to be that majority of the learners being tested belong to this numeracy level of performance. Lastly, on the poor level of performance, having the scores ranging from 1-8, it was found out that none from the 29 total of respondents are belong to this level.

In the experimental group having the same number of respondents being identified that was being validated to get their pre numeracy assessment prior to the integration of the explicit learning strategy during the delivery of the most essential learning competencies in Mathematics. Based from the results of the experimental group, It was revealed that nobody got the level of excellent with a score ranging to 33-40 from the 29 total number respondents being tested which is the same result in the control group which means that there were none or zero percent reflected out of the 100 percent of learners being tested. On the other hand, in very good level of performance having a score ranging to 25-32, there were 3 total number of respondents or 10 percent out of the 29 total number of respondents being tested. In the good level of performance, with the scores ranging from 17-24, it was found out that there were 14 total number of respondents which is are the grade 4 learners or it has an equivalent of 48 percent out of the 29 total number of respondents being tested which is said to be the dominant group in terms of their level of numeracy performance. Moreover, in the fair level of performance with the scores ranging from 9-16 it was revealed that that out of the 29 total number of respondents being tested, there were 12 total number of respondents belong to this level which has an equivalent percent of 41 percent. Lastly, on the poor level of performance, having the scores ranging from 1-8, it was found out that none from the 29 total of respondents are belong to this level which is the same results in the control group.

Based from the results given in table 1 it was implied that the results though there are learners who gained in the very good and good level of performance as reflected in table 1 with a weighted mean of 16.93 and considered as good in the control group and 17.93 considered as good level of performance also in the experimental group, we need also to consider that majority of the

learners are in the fair level of performance which that there are tendencies that this particular level of performance vis a vis to the number of respondents belong on this level for both control and experimental group are still need an intervention because there are still tendencies that their learning performance in numeracy could be lowered due to some factors along the way or during the delivery of the most essential learning competencies that will be delivered in the first grading period.

Table 2
POST TESTPERFORMANCE OF GRADE 4 LEARNERS IN MATH

Score Range	Description	POST TEST CONTROL		POST TEST EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	28	97
25-32	Very Good	1	3	1	3
17-24	Good	9	31	0	0
9-16	Fair	18	62	0	0
1-8	Poor	1	3	0	0
Total		29	100	29	100
Weighted Mean		**15.72**	**Fair**	**36.34**	**Excellent**

Table 2 presents the posttest performance of Grade 4 pupils in English after the integration of the explicit Learning Strategy in the delivery of the most essential learning competencies in Mathematics for the first Grading period and showcased the performance of the Grade 4 learners whether there was improvement on the numeracy performance of the Grade 4 pupils after they already experience the new strategy introduced by the teacher-researcher for 4 weeks or 1 month of implementation. The performances gained by the Grade 4 learners, whether increasing or decreasing compared to the scores they gained in the pretest are manifestation on how they learned when the teacher-researcher applied new strategy during the delivery of the most essential learning competencies in Mathematics.

Based from the results on table 2, it was revealed that among the 29 total number of learners in the control group that was being validated after the teacher-researcher conducted the post numeracy assessment which covers the whole month of applying the explicit learning strategy as part of the innovations embedded in the teaching and learning process while they were learning different learning competencies in Mathematics. Based from the results of the control group, It was revealed that nobody got the level of excellent with a score ranging to 33-40 from the 29 total number respondents being tested which means that there were none or zero percent reflected out of the 100 percent of learners being tested. On the other hand, on the very good level of

performance having the scores ranging to 25-32, there was only 1 total number of respondent or 3 percent out of the 29 total number of respondents being tested. In the good level of performance in the control group, with the scores ranging from 17-24, it was found out that there were 9 total number of respondents or it has an equivalent percentage of 62 percent out of the 29 total number of respondents being tested. Moreover, in the fair level of performance with the scores ranging from 9-16 it was revealed that that out of the 29 total number of respondents being tested, there were 18 total number of respondents belong to this level which has an equivalent percentage of 62 percent which is said to be that majority of the learners being tested belong to this numeracy level of performance. Lastly, on the poor level of performance, having the scores ranging from 1-8, it was found out that there was only 1 respondents or 3 percent out of the 29 total of respondents being tested.

In the experimental group having the same number of respondents being tested and validated to get their post numeracy performances after the integration of the explicit learning strategy in the delivery of the most essential learning competencies in Mathematics. Based from the results of the experimental group, It was revealed that there were 28 total number of respondents gained on this highest level of performance or excellent level of performance and said to be the highest frequency or respondents with a score ranging to 33-40 from the 29 total number respondents being tested or it has an equivalent percentage of 97 percent which is very different from the result in the control group which means that there. On the other hand, in very good level of performance having a score ranging to 25-32, there was only 1 total number of respondent or 3 percent out of the 29 total number of respondents being tested. In the good level of performance, with the scores ranging from 17-24, it was found out that there were none or zero percent belong to this level out of the 29 total number of respondents being tested. Moreover, in the fair level of performance with the scores ranging from 9-16 it was revealed that that out of the 29 total number of respondents being tested, the same results in the good level of performance having zero percent or no respondent gained on this level. Lastly, on the poor level of performance, having the scores ranging from 1-8, it was found out that none from the 29 total of respondents are belong to this level which is the same results in the control group.

Based from the results given in table 2 it was implied that the performance shown by the grade 4 learners in control group is not stable as reflected in the pretest performance as well as to the posttest performance that they have shown after the 1 month of learning the different learning competencies in Mathematics considering that they just gained a weighted mean of 15.72 and described as fair level of performance. The results further explain that there was a unbalance numeracy skills perceived by the Grade 4 learners as they continue learning Mathematics subject for the entire First grading period. In the experimental group, it was gleaned that majority of the Grade 4 learners showcasing positive result or impact as they learned the different learning competencies in Mathematics which can be seen through the results in Table 2 having a 36.34 average weighted mean or it has an equivalent numeracy performance which is Excellent.

Therefore, the intervention applied by the teacher-researcher is considerably effective in improving the learners' numeracy performance.

TABLE 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 4 Learner in Math

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 4 Pupils	Pre Post	16.93 15.72	1.256	1.656	Accept H_o	Not Significant
GRADE 4 Pupils	Pre Post	17.93 36.34	2.421	1.656	Reject H_o	Significant

Table 3 shows the test of difference between the scores in the pre-test and post-test of Grade 4 pupils in Mathematics before and after the integration of Explicit Teaching Strategy in teaching Mathematics subject which covers the different learning competencies for 1 month of implementation for both control and experimental group. Based on the table 3, showing the Grade 4 learners' performances in numeracy particularly in the control group, it was shown that in the pre-test performance of the aforementioned group, there was a test score of 16.93 and identified as higher compared to the post-test performance or result which is equal to 15.72. The results in table 1 for control group on the pretest and posttest produced a computed t value which is equal to 1.256 and happens to be lowest compared to the critical t value of 1.656. Based from the given data, it was further explains that the hypothesis is accepted based on the significance level. So, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 4 pupils in Mathematics before and after the integration of Explicit Leaning Strategy in teaching Mathematics is rejected. Furthermore, the utilization of traditional way teaching is not always effective in improving the performance of the Grade 4 pupils.

On the other hand, the results on the test of difference in the pretest and posttest performance of the Experimental group which experience the new strategy in teaching mathematics, it was found out that the pretest performance of the Experimental group is equal to 17.93 and found out to be lowest compared to the posttest performance gained by the group which means that the posttest performance is higher compared to the pretest having an equivalent score of 36.34. So the hypothesis which states that there was no significant difference in the pretest and posttest performances of the Grade 4 pupils before and after the integration of the explicit learning strategy is rejected. Furthermore, the integration of the aforementioned strategy is significantly effective considering that the computed t value of the group is equal to 2.421 which happens to be greater compared to the critical t value of 1.656.

The results in table 3 implied that the utilization of the traditional method in teaching such as using the chalk and talk technique is not really effective now a days in improving the learning gap of the learners to the different learning competencies in Mathematics. Furthermore, utilization of the different innovations such as Explicit learning strategy could help augment the learning gap of the learners as they have found different learning difficulties during the transition period. Furthermore, in order for the learners to improve their numeracy performance, the teacher should find ways and means to get the attention of the learners even those learners who are in the difficult stage of learning.

TABLE 4
Test of Difference Between the Scores in the Post-test of Grade 8 Students in Control and Experimental

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 4 Pupils	Control Experimental	15.72 36.34	2.438	1.656	Reject H_o	Significant

Table 4 shows the test of difference between the scores in the post-test of Grade 4 pupils for control and experimental group in Mathematics after the integration of Explicit Teaching Strategy in teaching Mathematics subject which covers the different learning competencies for 1 month of implementation of the intervention. Based on the table 4, showing the Grade 4 learners' performances in numeracy particularly in the control and experimental groups it can be gleaned, that the posttest performance of the aforementioned group is significantly different, meaning there was a big difference of the test scores in the posttest between the control and experimental group. The results in table 4 for control group in the posttest is 15.72 only and said to be much lower compared to the posttest gained by the experimental group which is equal to 36.34. The 2 results have resulted to the computed t value which is equal to 2.438 and happens to be highest compared to the critical t value of 1.656. Based from the given data, the hypothesis which states that there is no significant difference between the post-test performances of the Grade 4 pupils both the control and experimental group in Mathematics after the integration of Explicit Leaning Strategy is rejected. Thus the results is significant.

The results in table 4 implied that the utilization of the utilization of the different innovations such as integration of Explicit learning strategy in Teaching Mathematics is significantly effective to improve the numeracy performance of the Grade 4 learners and could help augment the learning gap of the learners as they have found different learning difficulties in learning the different topics. The utilization of the traditional method in teaching such as using the chalk and talk technique should be used only if the topics in Mathematics is not really difficult because there are tendency that utilizing the aforementioned approach could lead the learners to

find confusions thus, it could make the learners lower their test performance. Furthermore, in order for the learners to improve their numeracy performance, the teacher should continue to learn the new ways of teaching the subject such as finding effective strategies that could augment the learning gap.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 4 pupils in Numeracy. Utilization of the Explicit learning strategy could help augment the learning gap of the learners as they have found different learning difficulties during the transition period. The utilization of the traditional method in teaching such as using the chalk and talk technique should be used only if the topics in Mathematics is not really difficult because there are tendency that utilizing the aforementioned approach could lead the learners to find confusions thus, it could make the learners lower their test performance.

V. Recommendations

1. The proposed intervention plan should be utilized by the Grade 4 teachers in order for them to be gained different learning strategies in teaching Mathematics subject specially when they have learners with difficulties in learning Mathematics.
2. Teachers should give to the learners the different learning style that will fit to their learning gap or difficulties and make them independent learners in learning mathematics.
3. School Heads should encourage teachers to develop or learning strategy that could help the teachers become smooth in dealing or delivering the different learning competencies in Mathematics.
4. Mathematics Teachers should develop instructional materials to be used during the teaching and learning process focusing on the explicit learning strategy for them to be more prepared in teaching the learners.
5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the different learning activities with the ise of explicit learning strategy to maintain the performance of Grade 4 pupils in Mathematics.
6. Sufficient number of learners activity sheets will be given during the vacant time of those learners who are identified as struggling learners in 0rder for them to become independent in learning mathematics subject.

7. Require the teachers to conduct Free time activities for learners where the buddy- buddy system is visible among the learners.

8. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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The author is born on June 19, 1991 at Baybay City, Leyte, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Visayas State University – Main Campus. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. She is currently a Teacher III in the Department of Education and a Grade – IV Teacher at Pres. Carlos P. Garcia Elementary School at Poblacion Zone 21 Baybay City, Leyte, Philippines. She is a School Paper Adviser in Feature Writing. She believes that supervising the young is the foundation of understanding how to supervise the old.